

## VERIFYING HQT STATUS

### HQT is established by:

- Verifiable major (minimum 30 credits) in content area
- Masters in content area
- NBPTS Certification in content area
- Praxis II Content Test successfully passed
- Verifiable HOUSSE rubric completed prior to June 30, 2008

(As of July 1, 2008, the HOUSSE rubric was discontinued, and is no longer available for use to qualify teacher as HQT. *Exceptions* may be granted in limited cases pertaining to Special Education or Rural Districts. If you have a situation in which the HOUSSE rubric might be a viable option, please contact Director of Certification/Teacher Quality.)

## WHAT IF ALL OF MY TEACHERS AREN'T HQT?

### State Funding Requirements

- Idaho Code §33-1201, established in 1963, requires all teachers to be certified and endorsed for the subjects and levels they teach (See Appendix A). If districts have teachers who are not in compliance, districts risk losing state funding. Local boards of trustees are not to use state allocated funds to pay teachers whom they report as not meeting this requirement. NCLB added more emphasis to the Idaho Code. As a result of NCLB, the state developed the HOUSSE rubric. The State Department of Education informed districts of the requirement to have veteran teachers complete the HOUSSE process for each of their teaching areas by July 1, 2006. The State Department of Education has informed districts through memos, monthly regional superintendents' meetings and materials, the Department's newsletter, and presentations at meetings and professional conferences of NCLB highly qualified teacher requirements, HOUSSE requirements and the deadline, and the importance of meeting the requirements of NCLB and the state. Districts are fully aware of the funding consequences if they do not comply with federal and state requirements.
- In January 2007, once 2006-2007 data has been collected and analyzed, the state will determine which districts have not met state law and will withhold state funds for district's non-HQTS.

( Idaho Revised State Plan for Meeting the Highly Qualified Teacher Goal.  
Submitted to the U.S. Department of Education September 29, 2006; p.32 )

## SECTION 2141 (c) OF *NO CHILD LEFT BEHIND*

**“ACCOUNTABILITY- After the third year of the plan described in section 1119(a)(2), if the State educational agency determines, based on the reports described in section 1119(b)(1), that the local educational agency has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), and has failed to make adequate yearly progress as described under section 1111(b)(2)(B), for 3 consecutive years, the State educational agency shall enter into an agreement with such local educational agency on the use of that agency's funds under this part. As part of this agreement, the State educational agency.”**

### CHANGE THAT WE’VE PROPOSED REGARDING THE SOCIAL STUDIES ENDORSEMENT

| STATE OF IDAHO – ALIGNMENT OF CONTENT STANDARDS,<br>TEACHER PREPARATION AND PRE-SERVICE ASSESSEMENT  |   |  |  |
|--|---|--|--|
| The following table illustrates that teachers receiving a social studies endorsement in the State of Idaho are fully prepared and highly qualified to teach all core areas of the social studies curriculum: History, American Government, Economics, and Geography.   |   |  |  |
| Social Studies Content Area  | Social Studies Content Curriculum Standards | Preparation – Coursework Required for SS Endorsement     | Assessment - Praxis II Social Studies- #0081 |
|  |   |  |  |
|  |   | (In addition to endorsement in discrete SS core content) |  |
| U.S. History - CORE  | 12.5%                                       | 30%  | 22%  |
| American Government - CORE   | 15%   | 29.13  | 16%  |
| Economics - CORE   | 16.75%                                      | 11%  | 15%  |
| Geography - CORE   | 12.5%                                       | 11%  | 15%  |
| World History/Global Perspectives  | 29.12%                                      | 11%  | 22%  |
| Behavioral Sciences  | Elective                                    | 22%  | 10%  |
| <b>RATIONALE FOR IDAHO SOCIAL STUDIES ENDORSEMENT MEETING HIGHLY QUALIFIED STATUS IN ALL FOUR CORE CONTENT AREAS:</b><br><br>Not only do Idaho teachers earn an endorsement in one of the core content areas of Social Studies, they must also earn a second broad field Social Studies endorsement. As illustrated by the matrix above, even without the extra endorsement in a core area, the percentage breakdown of Idaho 6-12 Content Standards correlates with the percentages of required content-area preparation and assessment set for pre-service teachers seeking a Social Studies Endorsement. In accordance with Idaho’s standards-based teacher preparation, graduates of teacher education programs accredited using performance-based standards in these areas hold the equivalent of an academic major with sufficient credits in the related areas to be deemed highly qualified. Teachers who hold certification in social studies are considered highly qualified to instruct in history, civics, government, economics, and geography at the appropriated grade level. The Idaho Department of Education ensures that new 6-12 endorsed social studies teachers are adequately prepared in subject matter knowledge in history, geography, government, and economics, and that structuring these requirements around the broad area of social studies is consistent with the organization of the State’s 6- 12 curriculum. |   |  |  |

## **ALTERNATIVE AUTHORIZATIONS/ROUTES TO CERTIFICATION**

**RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02,  
CHAPTER 02)**

### **042. ALTERNATE ROUTES TO CERTIFICATION**

(3-20-04)

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Individuals who are currently employed as para-educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein.

### **INFORMATION:**

Certificates/authorizations described in this section may be issued under the circumstances unique to each alternate route.

#### **1. ALTERNATE AUTHORIZATION/ROUTE AVAILABLE TO SCHOOL DISTRICTS**

- a. Provisional Authorization (**Note:** this authorization does not lead to certification, it is an emergency authorization available to school districts)
- b. Alternative Authorization - Teacher to New Certification/endorsement.
- c. Alternative Authorization – Pupil Personnel Services

#### **2. ALTERNATE AUTHORIZATION/ROUTE AVAILABLE TO INDIVIDUAL APPLICANTS**

- a. Alternative Authorization - Content Specialist
- b. Computer-Based Alternative Routes to Teacher Certification (ABCTE)
- c. Post-Baccalaureate Alternate Route
- d. Postsecondary Specialist Certificate

## ALTERNATE ROUTE TO ENDORSEMENT (PROPOSED)

**RULE:** IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02)

### **043. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW CERTIFICATION/ENDORSMENT**

(3-20-04)

The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification.

Alternative authorization in this area is valid for up to three (3) years and is nonrenewable.

**01. Initial Qualifications.** Prior to application, a candidate must hold a bachelor's degree and a valid Idaho teacher certificate without full endorsement in the content area of need. The school district must declare an emergency and provide supportive information attesting to the ability of the candidate to fill the position. (3-20-04)

### **02. Alternative Route Preparation Program** (3-20-04)

~~a.~~ **Option I - Teacher to New.** Candidate will work toward completion of the alternative route preparation program through a participating college/university and the employing school district.

~~b.~~ **a.** Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years.

~~c.~~ **b.** The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

~~d.~~ **c.** Candidate shall meet all requirements for the endorsement/certificate as provided herein.

### **03. Additional Routes to acquire endorsement(s) only**

**Option II – National Board.** By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area.

**Option III – Testing and or Assessment.** Two pathways are available to some teachers, depending upon endorsement(s) already held.

- **Pathway 1 –Endorsements may be added through state-approved testing only, provided that the appropriate test is successfully completed within the first year of authorization in an area closely compatible with an endorsement for which they already qualify and are experienced.**
- **Pathway 2 - Endorsements may be added through state-approved testing provided that the appropriate test is successfully completed within the first year of the authorization in an area closely compatible with an endorsement for which a teacher already qualifies and is experienced. Additionally requires the successful completion of a one-year mentoring component and passing a final pedagogy assessment.**

# DRAFT

## Equivalent NBPTS and Idaho Endorsements Option II Examples

| NBPTS Subject Area   | ID Endorsements                                   |
|--|---|
| If you hold the NBPTS certificate in the age range below → | You qualify for the ID endorsement listed below : |
| Middle Childhood Generalist (7-12)                         | Elementary Education                              |
| Art (3-18)   | Art   |
| English as a New Language (3-18)                           | ESL   |
| English Language Arts (11-18)                              | English Language Arts                             |
| Exceptional Needs (3-18)                                   | Special Education                                 |
| Library Media (3-18)                                       | Education Media Generalist                        |
| Mathematics (14-18)  | Mathematics                                       |
| Science (14-18)  | Science   |
| Social Studies – History (11-18)                           | History   |
| Literacy (3-12)  | Reading   |

## Option III Examples

| Current Endorsement Held  | Endorsement(s) Available  |  |
|---|---|--|
| If you hold an endorsement and have 90 days experience in:  | You can add an endorsement via <b>Pathway 1</b><br>by passing <b>PRAXIS II</b> in one of these areas: | You can add an endorsement via <b>Pathway 2</b><br>by passing <b>PRAXIS II &amp; Pedagogy Assessment</b> in: |
| Bilingual Education   | ESL; French; German; or Spanish   | English Language Arts  |
| French, German, Spanish   | French; German; or Spanish  | None   |
| English as a 2 <sup>nd</sup> Language (ESL)   | None  | French; German; or Spanish   |
| English Language Arts   | None  | Government; History; Theatre Arts; or Library Media  |
| Mathematics   | None  | Physics  |
| Any Science   | Biology; Chemistry; Earth Science; or Physics   | Mathematics  |
| Any Social Studies  | History, Government, Geography, Economics   | English Language Arts  |
| Special Education   | Elementary Education  | Blended  |
| Note: Some endorsements may <b>only</b> be added through a complete teacher education program via the Teacher-to-New-Certification pathway. |   |  |